

# PSYCHOLOGY

(8th Edition)

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PowerPoint Slides

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# Personality

## Chapter 15

# Personality

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# Personality

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# Personality

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# Personality

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# Personality

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# Personality

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# Personality

An individual's characteristic pattern of thinking, feeling, and acting.



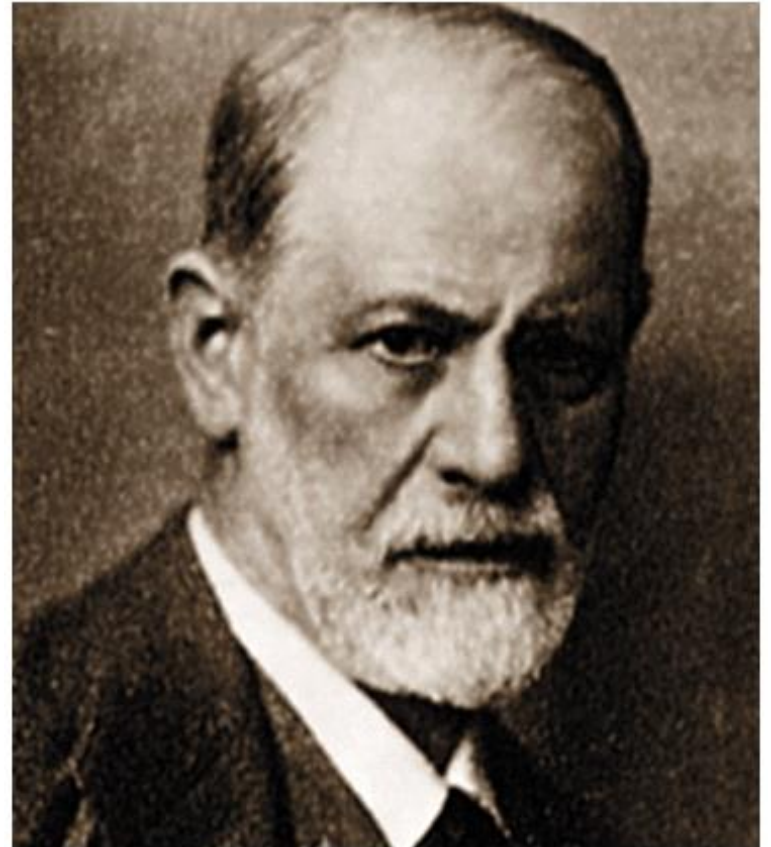
Bashful Happy Dopey  
Sneezy Grumpy Doc Sleepy

Each dwarf has a distinct personality.

# Psychodynamic Perspective

In his clinical practice, Freud encountered patients suffering from nervous disorders.

Their complaints could not be explained in terms of purely physical causes.

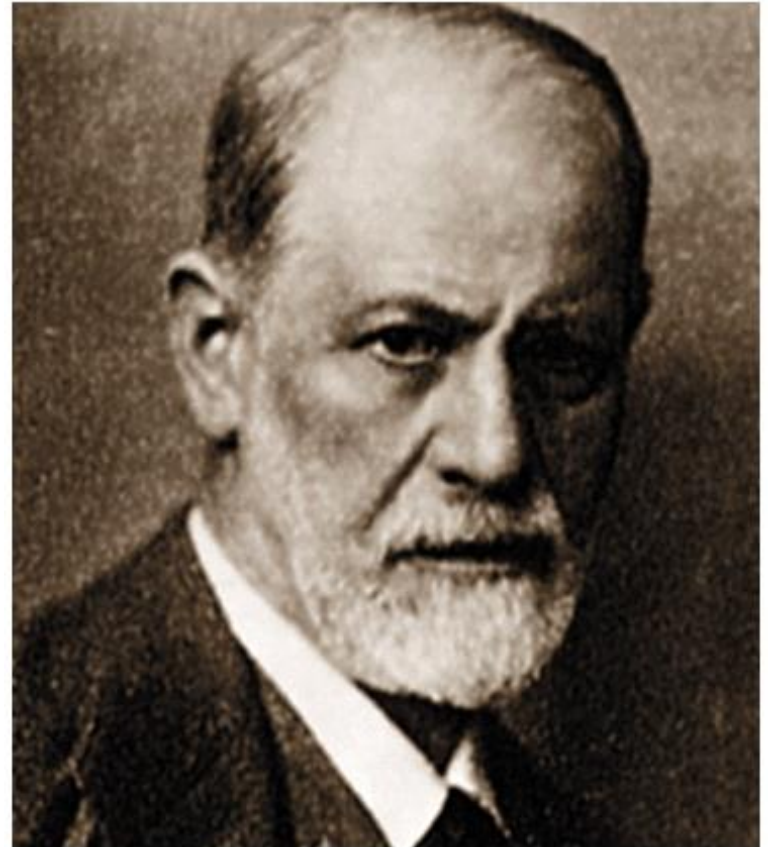


Culver Pictures

Sigmund Freud  
(1856-1939)

# Psychodynamic Perspective

Freud's clinical experience led him to develop the first comprehensive theory of personality, which included the unconscious mind, psychosexual stages, and defense mechanisms.



Culver Pictures

Sigmund Freud  
(1856-1939)

# Exploring the Unconscious

A reservoir (**unconscious mind**) of mostly unacceptable thoughts, wishes, feelings, and memories. Freud asked patients to say whatever came to their minds (**free association**) in order to tap the unconscious.



<http://www.english.upenn.edu>

# Dream Analysis

Another method to analyze the unconscious mind is through interpreting manifest and latent contents of dreams.



*The Nightmare*, Henry Fuseli (1791)



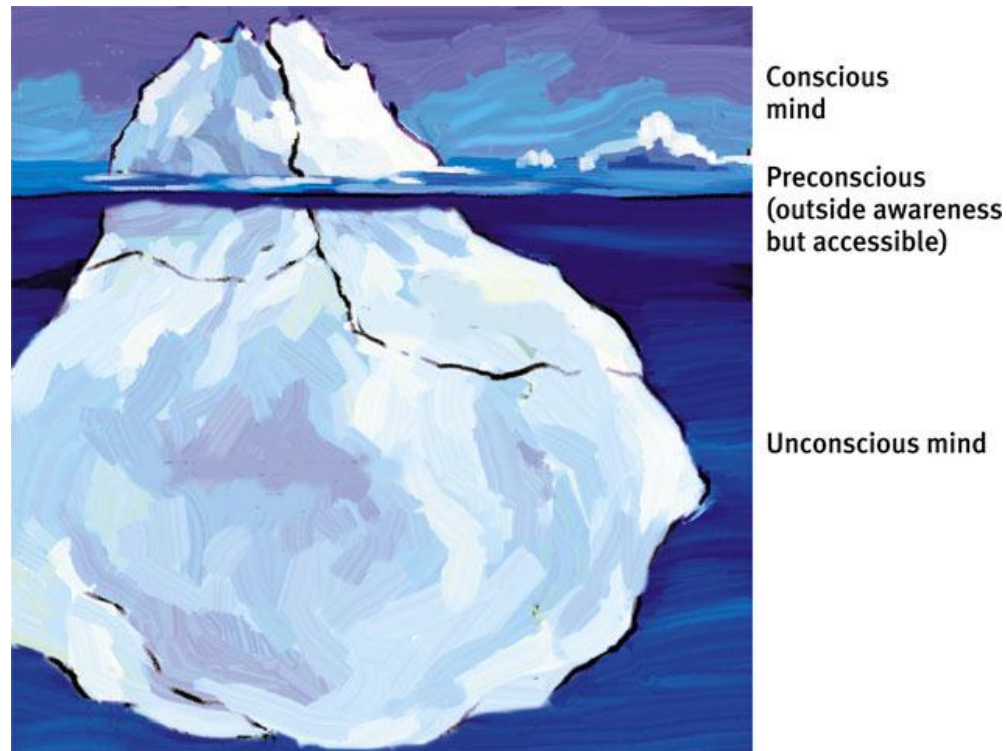
# Psychoanalysis

The process of free association (chain of thoughts) leads to painful, embarrassing unconscious memories. Once these memories are retrieved and released (**treatment: psychoanalysis**) the patient feels better.



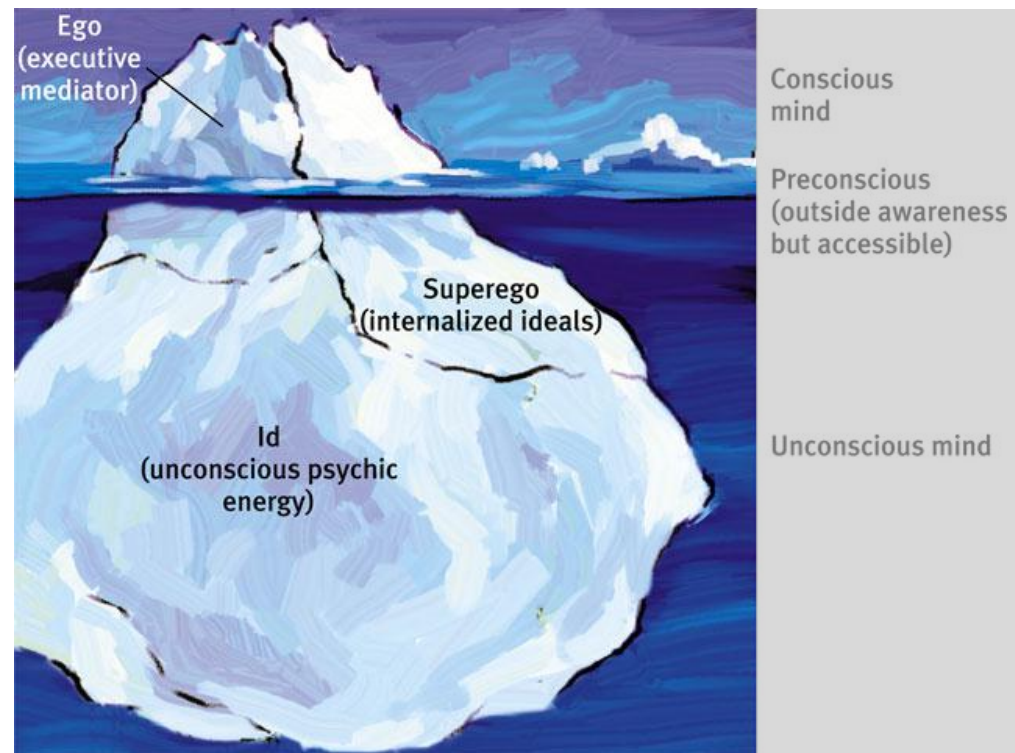
# Model of Mind

The mind is like an iceberg. It is mostly hidden, and below the surface lies the unconscious mind. The preconscious stores temporary memories.



# Personality Structure

Personality develops as a result of our efforts to resolve conflicts between our biological impulses (id) and social restraints (superego).





# Id, Ego and Superego

The **Id** unconsciously strives to satisfy basic sexual and aggressive drives, operating on the pleasure principle, demanding immediate gratification.

The **ego** functions as the “executive” and mediates the demands of the id and superego.

The **superego** provides standards for judgment (the conscience) and for future aspirations.

# Personality Development

Freud believed that personality formed during the first few years of life divided into **psychosexual stages**. During these stages the id's pleasure-seeking energies focus on pleasure sensitive body areas called *erogenous zones*.

# Psychosexual Stages

Freud divided the development of personality into five psychosexual stages.

## **FREUD'S PSYCHOSEXUAL STAGES**

Stage	Focus
Oral (0–18 months)	Pleasure centers on the mouth—sucking, biting, chewing
Anal (18–36 months)	Pleasure focuses on bowel and bladder elimination; coping with demands for control
Phallic (3–6 years)	Pleasure zone is the genitals; coping with incestuous sexual feelings
Latency (6 to puberty)	Dormant sexual feelings
Genital (puberty on)	Maturation of sexual interests

# Oedipus Complex

A boy's sexual desire for his mother and feelings of jealousy and hatred for the rival father. A girl's desire for her father is called the Electra complex.

# Identification

Children cope with threatening feelings by repressing them and by identifying with the rival parent. Through this process of identification, their superego gains strength that incorporates their parents' values.



From the K. Vandervelde private collection

# Defense Mechanisms

The ego's protective methods of reducing anxiety by unconsciously distorting reality.

1. **Repression** banishes anxiety-arousing thoughts, feelings, and memories from consciousness.
2. **Regression** leads an individual faced with anxiety to retreat to a more infantile psychosexual stage.

# Defense Mechanisms

3. **Reaction Formation** causes the ego to unconsciously switch unacceptable impulses into their opposites. People may express feelings of purity when they may be suffering anxiety from unconscious feelings about sex.
4. **Projection** leads people to disguise their own threatening impulses by attributing them to others.

# Defense Mechanisms

5. **Rationalization** offers self-justifying explanations in place of the real, more threatening, unconscious reasons for one's actions.
6. **Displacement** shifts sexual or aggressive impulses toward a more acceptable or less threatening object or person, redirecting anger toward a safer outlet.



# The Neo-Freudians

Jung believed in the **collective unconscious**, which contained a common reservoir of images derived from our species' past. This is why many cultures share certain myths and images such as the mother being a symbol of nurturance.



Archive of the History of American Psychology/ University of Akron

Carl Jung (1875-1961)

# The Neo-Freudians

Like Freud, Adler believed in childhood tensions. However, these tensions were social in nature and not sexual. A child struggles with an **inferiority complex** during growth and strives for superiority and power.



National Library of Medicine

Alfred Adler (1870-1937)

# The Neo-Freudians

Like Adler, Horney believed in the social aspects of childhood growth and development. She countered Freud's assumption that women have weak superegos and suffer from "penis envy."



The Bettmann Archive/Corbis

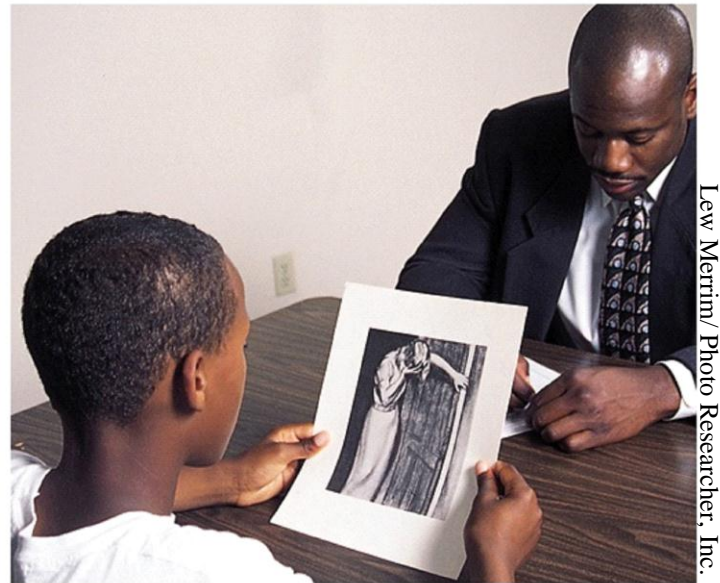
Karen Horney (1885-1952)

# Assessing Unconscious Processes

Evaluating personality from an unconscious mind's perspective would require a psychological instrument (projective tests) that would reveal the hidden unconscious mind.

# Thematic Apperception Test (TAT)

Developed by Henry Murray, the TAT is a projective test in which people express their inner feelings and interests through the stories they make up about ambiguous scenes.



Lew Merrim/Photo Researcher, Inc.

# Rorschach Inkblot Test

The most widely used projective test uses a set of 10 inkblots and was designed by Hermann Rorschach. It seeks to identify people's inner feelings by analyzing their interpretations of the blots.



Lew Merim/Photo Researcher, Inc.



# Projective Tests: Criticisms

Critics argue that projective tests lack both **reliability** (consistency of results) and **validity** (predicting what it is supposed to).

1. When evaluating the same patient, even trained raters come up with different interpretations (reliability).
2. Projective tests may misdiagnose a normal individual as pathological (validity).

# Evaluating the Psychoanalytic Perspective

## Modern Research

1. Personality develops throughout life and is not fixed in childhood.
2. Freud underemphasized peer influence on the individual, which may be as powerful as parental influence.
3. Gender identity may develop before 5-6 years of age.



# Evaluating the Psychoanalytic Perspective

## Modern Research

4. There may be other reasons for dreams besides wish fulfillment.
5. Verbal *slips* can be explained on the basis of cognitive processing of verbal choices.
6. Suppressed sexuality leads to psychological disorders. Sexual inhibition has decreased, but psychological disorders have not.

# Evaluating the Psychoanalytic Perspective

Freud's psychoanalytic theory rests on the **repression** of painful experiences into the unconscious mind.

The majority of children, death camp survivors, and battle-scarred veterans are unable to repress painful experiences into their unconscious mind.

# Evaluating the Psychoanalytic Perspective

Freud was right about the unconscious mind.  
Modern research shows the existence of  
nonconscious information processing.

1. Schemas that automatically control perceptions and interpretations
2. Parallel processing during vision and thinking
3. Implicit memories
4. Emotions that activate instantly without consciousness

# Evaluating the Psychoanalytic Perspective

The scientific merits of Freud's theory have been criticized. Psychoanalysis is meagerly testable. Most of its concepts arise out of clinical practice, which are the after-the-fact explanation.

# Humanistic Perspective

By the 1960s, psychologists became discontent with Freud's negativity and the mechanistic psychology of the behaviorists.



<http://www.ship.edu>

Abraham Maslow  
(1908-1970)



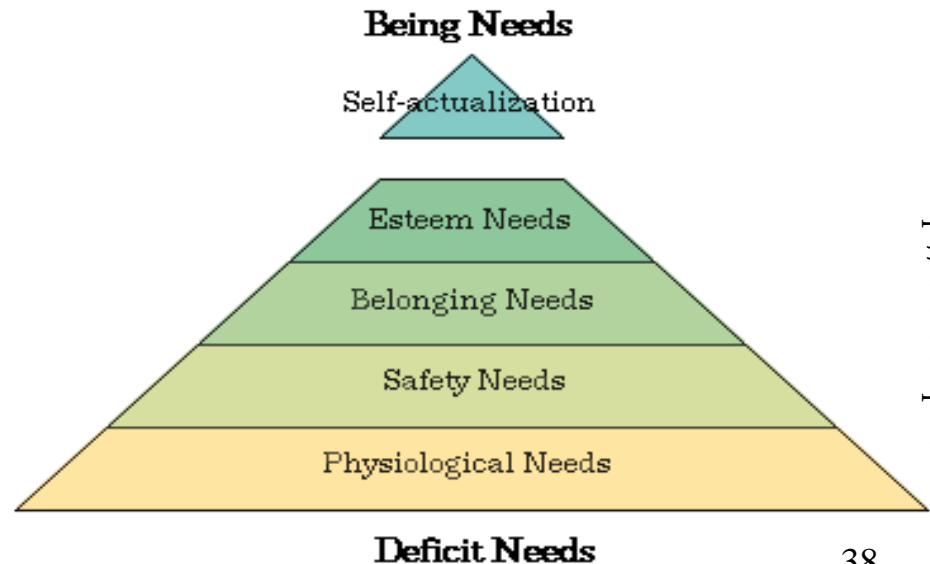
Carl Rogers  
(1902-1987)

# Self-Actualizing Person

Maslow proposed that we as individuals are motivated by a hierarchy of needs. Beginning with physiological needs, we try to reach the state of **self-actualization**—fulfilling our potential.



Ted Polunbaum/Time Pix/Getty Images



# Growth and Fulfillment

Carl Rogers also believed in an individual's self-actualization tendencies. He said that **Unconditional Positive Regard** is an attitude of acceptance of others despite their failings.



Michael Rougier/ Life Magazine © Time Warner, Inc.

# Assessing the Self

In an effort to assess personality, Rogers asked people to describe themselves as they would like to be (ideal) and as they actually are (real). If the two descriptions were close the individual had a positive self-concept.

All of our thoughts and feelings about ourselves, in an answer to the question, “Who am I?” refers to **Self-Concept**.



# Evaluating the Humanistic Perspective

1. Humanistic psychology has a pervasive impact on counseling, education, child-rearing, and management.
2. Concepts in humanistic psychology are vague and subjective and lack scientific basis.
3. Gender identity may develop before 5-6 years of age.

# The Trait Perspective

An individual's unique constellation of durable dispositions and consistent ways of behaving (traits) constitutes his or her personality.

## Examples of Traits

Honest

Dependable

Moody

Impulsive

Allport & Odbert (1936), identified 18,000 words representing traits.

# Personality Type

Personality types, assessed by measures like the *Myers-Briggs Type Indicator*, consist of a number of traits. For example, a feeling type personality is sympathetic, appreciative, and tactful.



Feeling Type Personality

# Exploring Traits

Factor analysis is a statistical approach used to describe and relate personality traits.

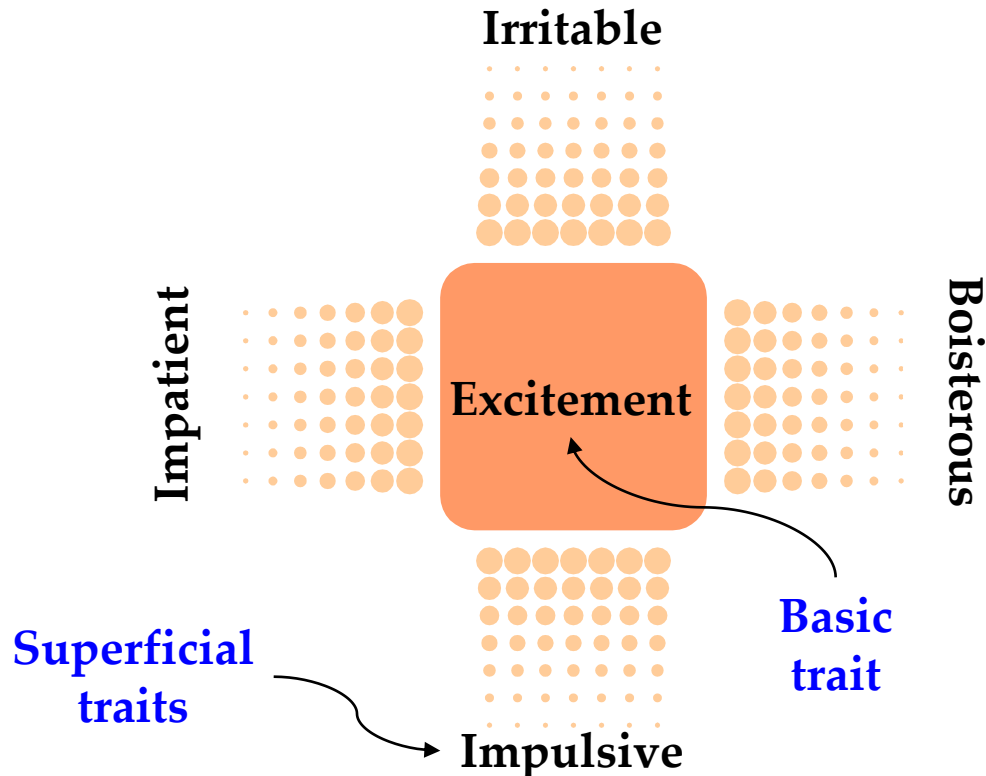
Cattell used this approach to develop a 16 Personality Factor (16PF) inventory.



Raymond Cattell  
(1905-1998)

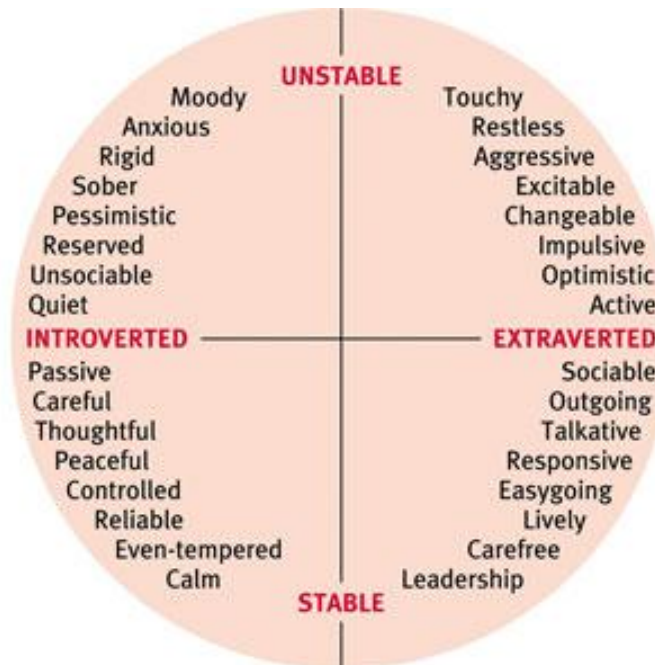
# Factor Analysis

Cattell found that large groups of traits could be reduced down to 16 core personality traits based on statistical correlations.



# Personality Dimensions

Hans and Sybil Eysenck suggested that personality could be reduced down to two polar dimensions, **extraversion-introversion** and **emotional stability-instability**.



# Assessing Traits

**Personality inventories** are questionnaires (often with true-false or agree-disagree items) designed to gauge a wide range of feelings and behaviors assessing several traits at once.

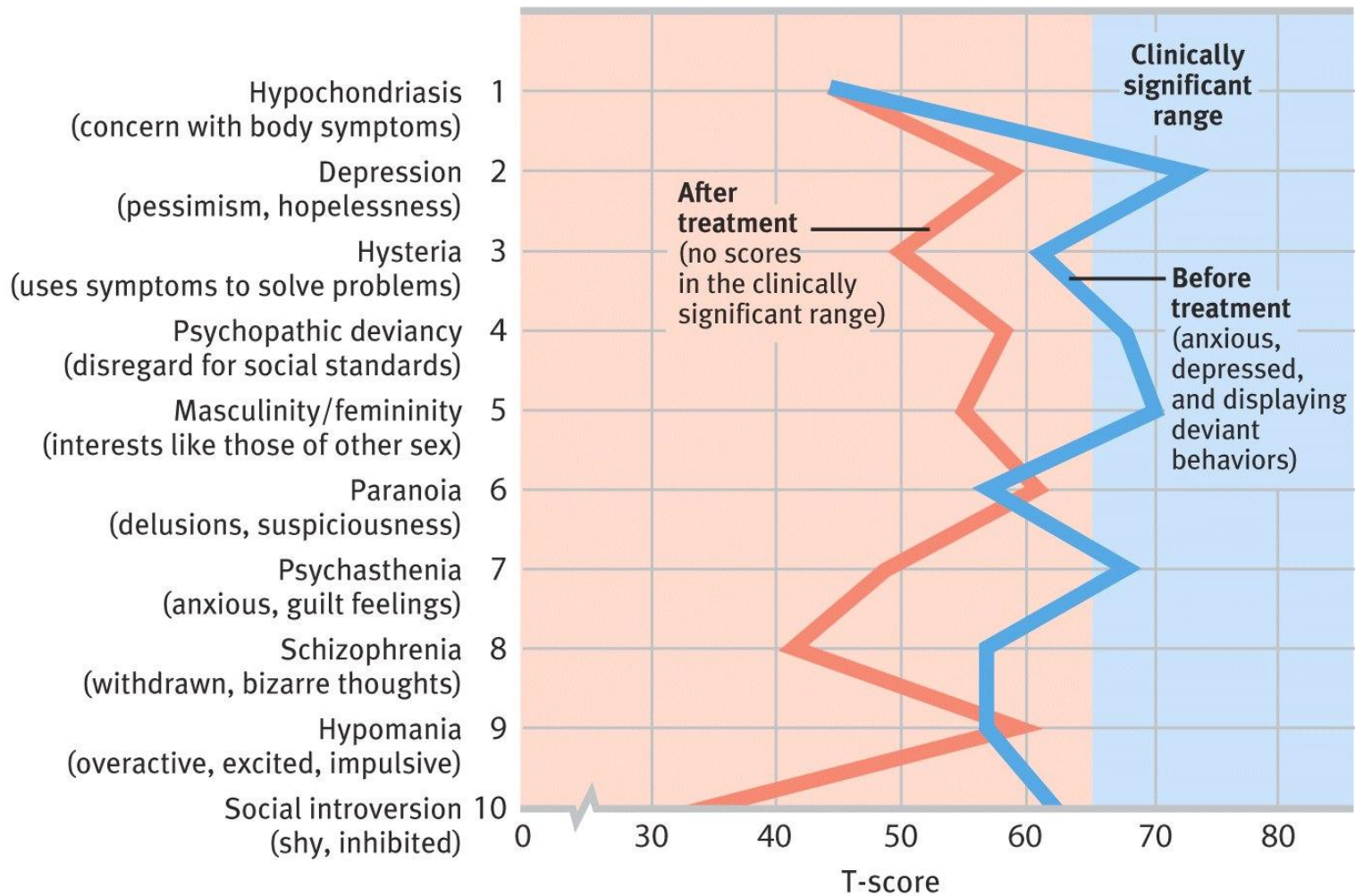
# MMPI

The Minnesota Multiphasic Personality Inventory (MMPI) is the most widely researched and clinically used of all personality tests. It was originally developed to identify emotional disorders.

The MMPI was developed by empirically testing a pool of items and then selecting those that discriminated between diagnostic groups.



# MMPI Test Profile



# The Big Five Factors

Today's trait researchers believe that Eysencks' personality dimensions are too narrow and Cattell's 16PF too large. So, a middle range (five factors) of traits does a better job of assessment.

Conscientiousness

Agreeableness

Neuroticism

Openness

Extraversion

# Endpoints

## THE “BIG FIVE” PERSONALITY FACTORS

(Memory tip: Picturing a CANOE will help you recall these.)

Trait Dimension	Endpoints of the Dimension		
<b>Conscientiousness</b>	Organized	↔	Disorganized
	Careful	↔	Careless
	Disciplined	↔	Impulsive
<b>Agreeableness</b>	Soft-hearted	↔	Ruthless
	Trusting	↔	Suspicious
	Helpful	↔	Uncooperative
<b>Neuroticism</b> (emotional stability vs. instability)	Calm	↔	Anxious
	Secure	↔	Insecure
	Self-satisfied	↔	Self-pitying
<b>Openness</b>	Imaginative	↔	Practical
	Preference for variety	↔	Preference for routine
	Independent	↔	Conforming
<b>Extraversion</b>	Sociable	↔	Retiring
	Fun-loving	↔	Sober
	Affectionate	↔	Reserved

Source: Adapted from McCrae & Costa (1986, p. 1002).

# Questions about the Big Five

1. How stable are these traits?

Quite stable in adulthood.  
However, they change over development.

2. How heritable are they?

Fifty percent or so for each trait.

3. How about other cultures?

These traits are common across cultures.

4. Can they predict other personal attributes?

Yes. Conscientious people are morning type and extraverted are evening type.

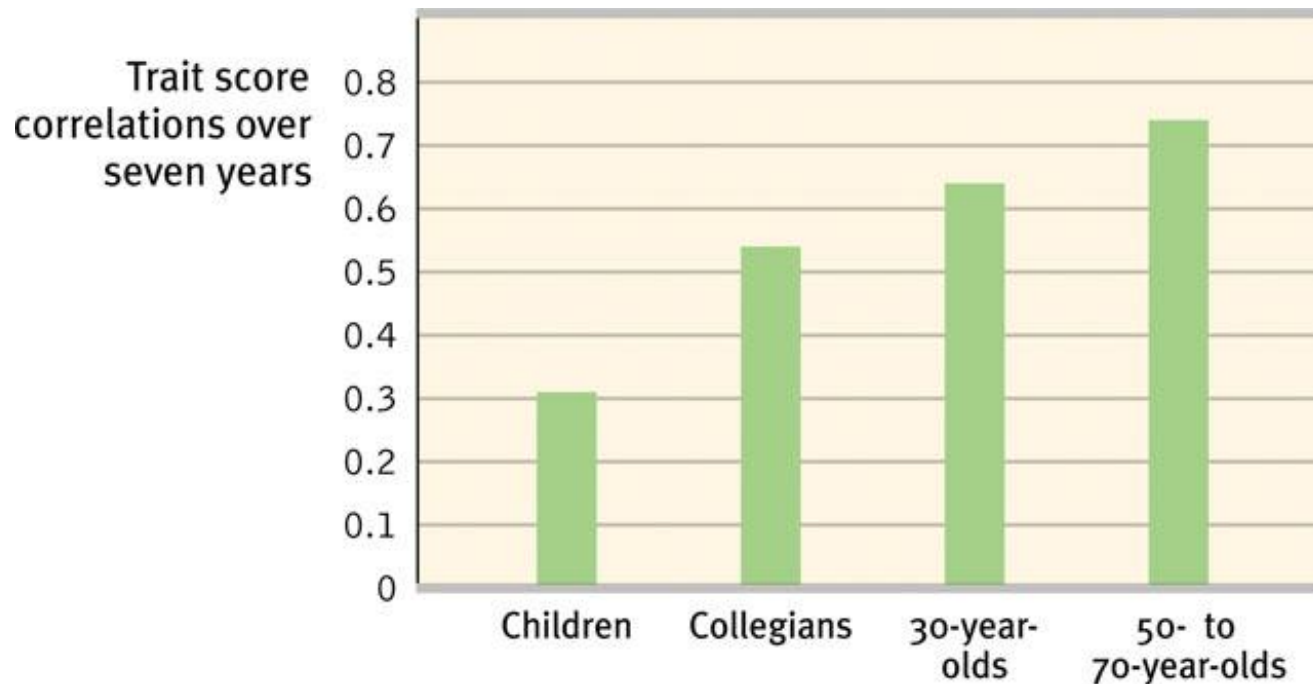
# Evaluating the Trait Perspective

## The Person-Situation Controversy

Walter Mischel (1968, 1984, 2004) points out that traits may be enduring, but the resulting behavior in various situations is different. Therefore, traits are not good predictors of behavior.

# The Person-Situation Controversy

Trait theorists argue that behaviors from a situation may be different, but average behavior remains the same. Therefore, traits matter.



# The Person-Situation Controversy

Traits are socially significant and influence our health, thinking, and performance  
(Gosling et al., 2000).



John Langford Photography

Samuel Gosling



# Consistency of Expressive Style

Expressive styles in speaking and gestures demonstrate trait consistency.

Observers are able to judge people's behavior and feelings in as little as 30 seconds and in one particular case as little as 2 seconds.



# Social-Cognitive Perspective

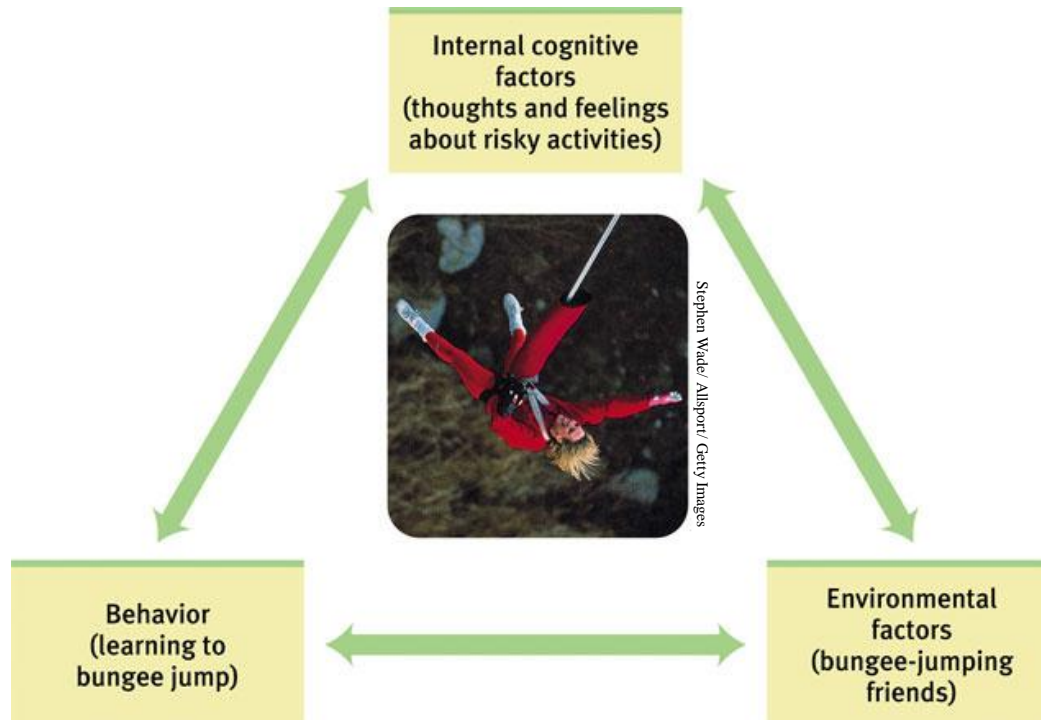
Bandura (1986, 2001, 2005) believes that personality is the result of an interaction that takes place between a person and their social context.



Albert Bandura

# Reciprocal Influences

The three factors, **behavior**, **cognition**, and **environment**, are interlocking determinants of each other.



# Individuals & Environments

Specific ways in which individuals and environments interact

Different people choose different environments.

The school you attend and the music you listen to are partly based on your dispositions.

Our personalities shape how we react to events.

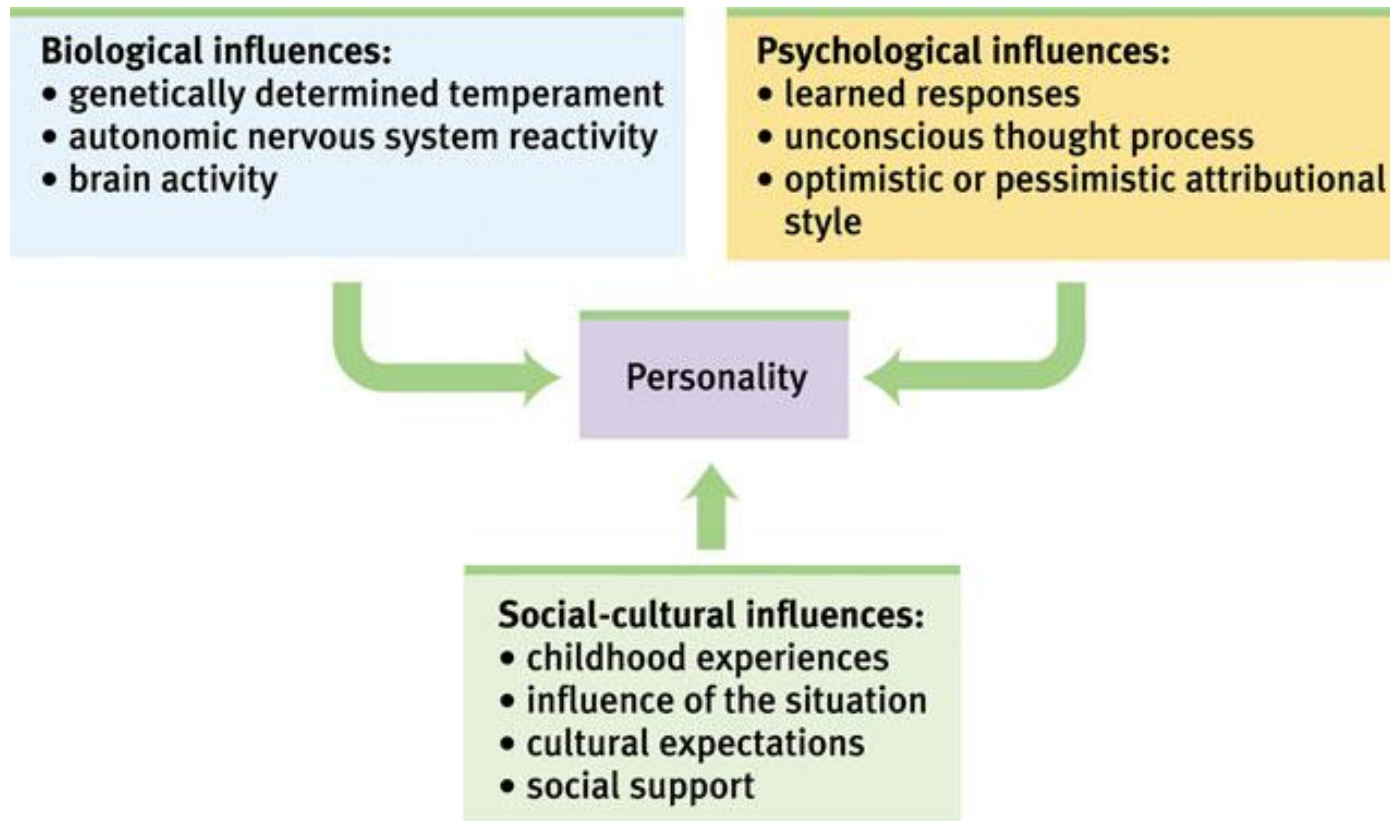
Anxious people react to situations differently than calm people.

Our personalities shape situations.

How we view and treat people influences how they treat us.

# Behavior

Behavior emerges from an interplay of external and internal influences.



# Personal Control

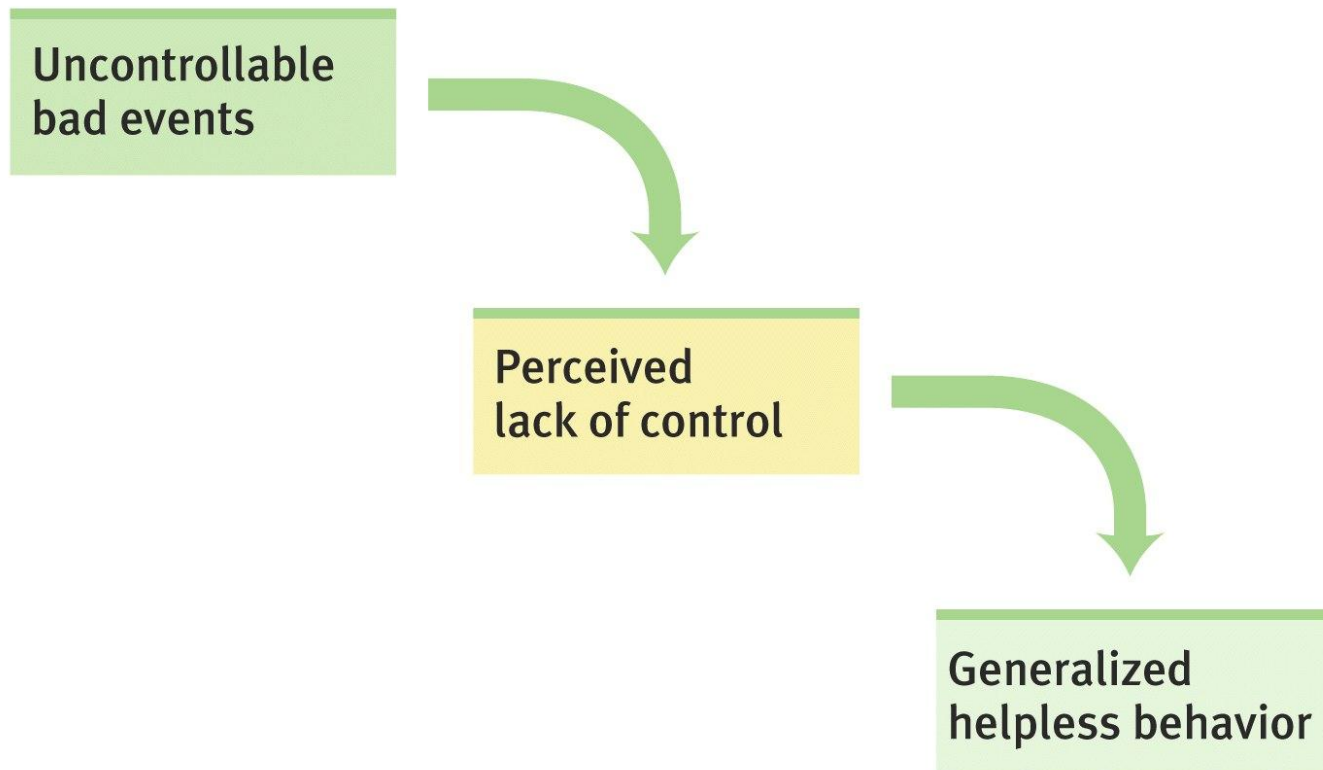
Social-cognitive psychologists emphasize our sense of **personal control**, whether we control the environment or the environment controls us.

**External locus of control** refers to the perception that chance or outside forces beyond our personal control determine our fate.

**Internal locus of control** refers to the perception that we can control our own fate.

# Learned Helplessness

When unable to avoid repeated adverse events an animal or human learns helplessness.



# Optimism vs. Pessimism

An optimistic or pessimistic attributional style is your way of explaining positive or negative events.

Positive psychology aims to discover and promote conditions that enable individuals and communities to thrive.

# Assessing Behavior in Situations

Social-cognitive psychologists observe people in realistic and simulated situations because they find that it is the best way to predict the behavior of others in similar situations.



# Evaluating the Social-Cognitive Perspective

Critics say that social-cognitive psychologists pay a lot of attention to the situation and pay less attention to the individual, his unconscious mind, his emotions, and his genetics.

# Positive Psychology and Humanistic Psychology

Positive psychology, such as humanistic psychology, attempts to foster human fulfillment. Positive psychology, in addition, seeks **positive subjective well-being, positive character, and positive social groups.**



Courtesy of Martin E.P. Seligman, PhD Director,  
Positive Psychology Center/ University of Pennsylvania

Martin Seligman

# Exploring the Self

Research on the self has a long history because the self organizes thinking, feelings, and actions and is a critical part of our personality.

1. Research focuses on the different selves we possess. Some we dream and others we dread.
2. Research studies how we overestimate our concern that others evaluate our appearance, performance, and blunders ([spotlight effect](#)).
3. Research studies the [self-reference effect](#) in recall.

# Benefits of Self-Esteem

Maslow and Rogers argued that a successful life results from a healthy self-image (self-esteem). The following are two reasons why low self-esteem results in personal problems.

1. When self-esteem is deflated, we view ourselves and others critically.
2. Low self-esteem reflects reality, our failure in meeting challenges, or surmounting difficulties.

# Culture & Self-Esteem

VALUE CONTRASTS BETWEEN INDIVIDUALISM AND COLLECTIVISM		
Concept	Individualism	Collectivism
Self	Independent (identity from individual traits)	Interdependent (identity from belonging)
Life task	Discover and express one's uniqueness	Maintain connections, fit in
What matters	Me—personal achievement and fulfillment; rights and liberties; self-esteem	Us—group goals and solidarity; social responsibilities and relationships
Coping method	Change reality	Accommodate to reality
Morality	Defined by individuals (self-based)	Defined by social networks (duty-based)
Relationships	Many, often temporary or casual; confrontation acceptable	Few, close, and enduring; harmony valued
Attributing behavior	Behavior reflects one's personality and attitudes	Behavior reflects social norms and roles
Sources: Adapted from Thomas Schoeneman (1994) and Harry Triandis (1994).		

People maintain their self-esteem even with a low status by valuing things they achieve and comparing themselves to people with similar positions.

# Self-Serving Bias

We accept responsibility for good deeds and successes more than for bad deeds and failures. **Defensive self-esteem** is fragile and egotistic whereas **secure self-esteem** is less fragile and less dependent on external evaluation.